

## Inspection report for early years provision

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<b>Unique reference number</b>	156770
<b>Inspection date</b>	22/11/2010
<b>Inspector</b>	Claire Parnell

<b>Type of setting</b>	Childminder
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1999. She lives with her husband and teenage child in Sevenoaks, Kent.

The whole of the ground floor of the childminder's house is used for childminding as well as the upstairs bathroom and a bedroom for sleep purposes. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time. The childminder accesses local walks and parks as well as local transport links. The family have a pet dog and bearded dragons.

The childminder is registered to care for a maximum of six children under eight years of which three may be in the early years age range. She is currently caring for six children of which three are within the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder takes and collects children from local schools. She also attends the local toddler group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled because they are valued and supported within their everyday activities. The childminder takes time to talk and to play with the children and is genuinely interested in their play. The children are very comfortable in the childminder's care and feel confident to communicate their needs. A suitable range of activities are accessible to children to promote all areas of learning and development. The childminder demonstrates her understanding for continuous improvement through some training courses to keep herself up-to-date with childcare practices. The childminder informally communicates with parents about their children's development and welfare. The childminder is beginning to self-evaluate her practice, although this is still in its infancy.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend existing observations and formalise planning to ensure individual children's next steps of development are continuously provided for
- extend existing risk assessments to further promote children's safety on outings
- ensure all children's consent, including emergency treatment are accessible and complete at all times.

## **The effectiveness of leadership and management of the early years provision**

Vulnerable children are protected as the childminder has clear knowledge of safeguarding procedures. She has relevant reference materials and contact numbers to ensure correct procedures are followed in the event of a child protection concern. She ensures parents are made aware of her responsibility to protect children from harm. Children's accidents and existing injuries are recorded appropriately and dealt with according to the childminder's up-to-date first aid training. The premises are kept safe and secure through robust risk assessments and awareness of individual children's abilities. However, the childminder does not extend her risk assessments to checking the safety of taking children on outings; such as using public transport. Children are supervised well, without deterring from children leading their own play. Children's health and hygiene is promoted well through daily activities such as washing hands after toileting and before eating. The childminder acts as a good role model due to her hygiene procedures.

The childminder has recently completed a basic self-evaluation of her services. She understands the need to continuously seek training and keep her practices up dated. She has attended recent training on the planning, observing and evaluating of children's learning and development. She also has plans in place to attend training to gain qualifications in childcare and early years education. The childminder has met the four recommendations given at the last inspection to ensure her practices promote improvements for the outcomes for children.

The childminder encourages the children to use the downstairs space imaginatively by extending their play throughout the lounge and hallway. Children confidently lead the play, whilst the childminder extends the use of space through discussion and introducing other resources; such as train tracks and vehicles. The childminder ensures that she uses the information about children's backgrounds adequately. She is aware of their home languages, cultural experiences and religions and uses this information to meet their individual needs. Children have access to a basic range of resources that promote inclusion and equality through play; such as play figures, books and posters.

Partnerships with parents are positive. Recorded compliments and suggestions show that parents are happy with the current levels of services offered. Parents receive verbal feedback on a daily basis, although the childminder does offer a written contact book for parents if they wish it. The required documentation is in place to ensure children are cared for in line with parents wishes, although some aspects of permission are not always available such as emergency treatment consent. The childminder has made links with the preschool settings that parents use for their children. She ensures information from the parents is passed on and provides verbal information at the end of the day for parents about their child's day in other settings, therefore promoting adequate links to support children's continuous progression.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time with the childminder. They independently access and explore a sufficient range of resources to promote all areas of learning. The childminder ensures children initiate their play and then demonstrates good skills at extending children's experiences through the introduction of further resources or through effective open ended questioning. Children demonstrate particular skills through their imagination by extending their play. For example a two year old uses a book as a ramp to skate a skateboarding figure up and down, making it move through somersaults landing safely on the other side of the open book. Children successfully start to recognise colours, letter sounds and shapes from an early age through the daily discussions of posters on the childminder's front door. Children are eager to know more and constantly ask questions which are enthusiastically answered by the childminder, giving the children a sense of achievement and satisfaction.

Children feel safe in the child minder's care and learn about safety aspects throughout their daily routine. For example the childminder explains to a two year old not to touch the radiator as it may be hot next time. Children listen to reason regarding their safety and are quick to change their play to ensure they keep themselves safe. Children are confident to tell the childminder when they are hungry and thirst. They always have access to freshly made drinks within suitable drinking vessels for their stages of development. Children have healthy choices of snacks and meals provided by the childminder. Children sit at the table and snack on dried fruit and freshly cut apple, asking enthusiastically for a banana. The childminder ensures that food provided meets children's dietary requirements. Children access fresh air on a daily basis within the childminder's garden and walks to the local deer park as well as weekly visits to soft play areas. The childminder encourages children's physical skills through their own interests. For example a two year old used a screw up piece of paper as a ball, encouraged by the childminder to catch and throw the ball with expertise.

Children act with great confidence, communicating openly with everyone around and involving the childminder in their play. They are well behaved, responding positively to the childminder's responses to their actions. They quickly grasp boundaries and listen to the childminder's clear explanations about acceptable behaviour towards others. Children are eager to join in new activities provided by the childminder such as drawing and colouring. They are eager to show their pieces of work with pride. Children learn to count with ease, through listening to stories and imaginative use of books. Children take particular interest in the living world. The childminder engages children in her pet bearded dragons, watching the life cycle through the laying and hatching of eggs.

Children's all round development is supported well. Basic observations are made of all children's achievements using photographs and basic written explanations of their development. However, these are not always linked to areas and stages of learning, therefore evidence of their ongoing progression is not easy to follow. Children's next steps of development are very basically promoted through the

childminder's knowledge of each child's individual strengths and preferences although there is no formal format to plan for children's ongoing development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met